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ABSTRACT

The first of two volumes on planning parent participation programs, this guide is intended to be an aid in deciding what type of program is most appropriate for a given school. Definitions and purposes of parent involvement programs are offered, followed by an explanation of the importance of determining program goals before designing activities. Seven alternative goals are described ranging from letting parents know what their child is learning through having them serve as school volunteers. Each goal is accompanied by a rationale and several activities which can be used to accomplish the goal. Brief descriptions of actual programs and a bibliography of resources are provided. (DC)

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PLANNING FOR
PARENT PARTICIPATION
VOLUME I: CONSIDERING ALTERNATIVES

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Office of Educational Dissemination/Diffusion
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State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
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PREFACE

We began writing with high hopes of providing information for teachers about parent participation programs. Soon it became apparent that there is *a whole lot* of information out there, but not easily categorized. Our first attempt to write a booklet turned into an enormous production. We knew that teachers and planners would not be able to use the information with ease, so we created two volumes that will provide you with distinct information about planning, and will answer common questions about parent participation. (Volume I: Considering Alternatives and Volume II: Planning to Reach Goals) When used in conjunction with one another, these two booklets will assist you in the planning of your own parent participation program.

What does Volume I provide a school level person? Basically, you are receiving technical assistance in the form of a descriptive information to help you initiate the planning of a parent participation program that meets your needs. This is accomplished by providing the following aids:

- answers to common questions about the role of parents in the learning environment
- descriptions of goals the school wants to accomplish in relation to parents
- strategies for accomplishing the goals
- a description of the advantages and disadvantages of each type of strategy
- a list of activities that help parents participate as the school has asked them to
- samples of parent participation programs that are now in operation in schools across the nation
- a bibliography to help a school get more information on different aspects of parent participation

Therefore, Volume I contains information about alternative goals, strategies, and activities that will help broaden your thinking about a parent participation program. When you begin to plan your program, you will find Volume II an asset. Volume II contains: a planning guide, sample instruments for

assessing your parent population, and charts and forms to help you accomplish a systematic plan that can be successfully implemented. You will want to use Volume II when you begin selecting goals for your parent participation program.

Remember: no two programs will be the same. Use the information in the booklets to guide you in decision making. If you want more information about specific parent participation programs now in use, or if you just have further questions as a result of reading these booklets, then contact:

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32301

(904) 487-1078
SUNCOM: 277-1078

INTRODUCTION

The concept of parent participation is popular in educational circles right now. This is true especially in the state of Florida where the Accountability Act of 1976 and the Primary Education Program bill (PREP) of 1979 require that parent participation be an integral part of every school's educational program.

Before you can even begin to plan for a parent participation program, you must answer for yourself some initial questions:

Just exactly what is parent participation?

That's not an easy question to answer. A school actually can define participation by the type of program or model it adopts regarding inclusion of parents in school activities. And, a school has a great deal of leeway to design a program and decide what kind of interaction it wants with parents. The key to the definition seems to be the *degree and manner of participation*.

For example, a school can plan a program in which the goal is for parents to know what their children are learning at school. With this goal in mind, the school can send home news-grams, progress reports and hold open house. Or the school can decide to use parents as educational partners. The school can provide parents with a training program that enables them to teach or practice certain objectives in the home. Both of these programs can be termed a parent participation program.

Why should our school want to start a parent participation program?

The Accountability Act and the PREP bill are two good reasons to plan your own program, but there are other significant reasons to initiate a parent participation program, too. Research studies consistently show that student achievement at school is related to the support and involvement of parents (Ciscuolo, 1977; Holzman & Boes, 1973; Klitgaard & Hall, 1973). As a result of the findings, programs developed with federal funds must now include a parental involvement component.

Developing a parent participation program is not something that just happens to be in vogue, nor is it a case of everyone jumping on the bandwagon. Parent participation is not only a matter of meeting state and federal requirements, but it is *a means to increase the well-being and achievement of the students who attend your school.*

What is the best parent participation program for my school?

A parent participation program planned to help your school reach its goals, and a program that fits the school staff and community is the best parent participation program for you.

CONSIDERING ALTERNATIVES

Evidently, someone in or about your school has said: "A parent participation program is needed!" So now you are exploring the kinds of programs which exist and how other people like you have gone about satisfying their needs.
A very good beginning to effective program planning.

We have planned this booklet to help your exploration. The first step on this guided tour introduces the idea of parent participation and discusses causes for the present emphasis upon planning school programs to involve parents. The second step features a list of goals for the parent participation program.

Sometimes people ignore this part of the tour and rush right to activities. Activities are important, but exploring goals first helps you gain a perspective which keeps you from getting mired down in a morass of time-consuming activities that do not benefit your school.

Since it is common to rush into activities prematurely, this booklet provides another vantage point from which to examine them. Basic strategies for reaching goals and their advantages and disadvantages are discussed. Only after such preparation is the explorer ready to examine activities and samples of successful parent participation programs without becoming entangled in the "activities" rush. Of course, this brief tour may not be sufficient, and so a listing of additional sources of information on all aspects of parent participation programs is provided.

GOALS FOR A PARENT PARTICIPATION PROGRAM

The first step in planning for parent participation is to set the school's own goals for the program. Just what does your school want parents to do? Write the goals in simple language that expresses what activity is expected of the parent. Here are some sample goal statements. See if the goals your faculty writes match any of these.

Out school wants:

1. Parents who know what their children are learning in school.
2. Parents who feel at home with school staff and facilities.
3. Parents who know how to praise their children's school efforts.
4. Parents who know how to use events or materials around the house to extend school learning.
5. Parents who regularly help their children prepare for specific school lessons.
6. Parents who help their children with make-up lessons or practice to catch up.
7. Parents who serve as volunteers by coming to school to provide help with projects or tasks.

USING GOALS IN PLANNING

A school can plan a parent participation program to reach just one goal or several goals. Some goals fit together easily. For example, when you plan for parents to come to school to help with school projects, you are also familiarizing them with the school facilities and staff, and so reaching Goal #2. Similarly, an activity which trains parents to help their children in academic areas can also include training on the use of praise and feedback. But remember, the best planning occurs when goals are specifically stated and these goals guide the selection of activities.

Why is defining goals before selecting activities a good planning strategy?

- 1) As you think of goals, you analyze the needs of the school and justify the goals according to the school needs. If you think of activities first, your thoughts naturally become involved with the logistics of the activity and roles you and others will play in the activity. These thoughts interfere with identifying goals that are actually appropriate for your school.
- 2) By defining goals, you are giving yourself some way to select between alternative activities. Parents complain most about school related activities when they feel that their time has been wasted. Activities designed to meet a goal are rarely time-wasters; goals provide a guide by which unproductive activities can be eliminated. When program planners approach planning by thinking up activities to "fill up" an allotted amount of time, you can be sure that they're planning time-wasters.
- 3) When goals are stated, the goals provide some way to judge the effectiveness of the planned activities. If your school is reaching the goals set, then the activities were worthwhile. If you've fallen short of the goals, then you will need some changes in activities. So often a school initiates an activity, and that activity is repeated the next year just because it was "done last year." No one knows whether the activity actually benefited anyone but the school expends the effort to repeat it anyway. Without goals, you won't know where the school is, where it's been, where it is going, nor why. Goals can help you evaluate your efforts and direct them to productive activities.

BASIC STRATEGIES FOR PLANNED ACTIVITIES

Before launching into specific types of activities related to each goal, an examination of three basic strategies for the activities must be examined for their advantages and disadvantages. Parents exist away from school. Parent participation in school requires some sort of interaction between parent and school. This interaction can occur by:

- 1) having parents come to school,
- 2) having school personnel go to the home,
- 3) having a carrier transport the information from school to home so that neither parent nor school personnel is required to change location.

One advantage of the first two strategies is that a face-to-face interchange can occur. Information can be clarified and misinterpretations corrected. Moreover, parents at school or school personnel in the home have a chance to learn more than can be conveyed by the written or spoken word. They can gain an understanding of the atmosphere the child functions in.

By visiting the school and meeting the staff (Strategy 1), the parents can visualize their children's activities and as a result may commit themselves to school improvement efforts and may also make wiser interpretations of the information their children bring home from school. Common experiences of parents and children encourage communication and lessen the gap between home and school. By hearing the staff express concern for their children, parents are reinforced in their role of children-supporters.

Of course, one of the disadvantages of planning face-to-face interactions (Strategies 1 and 2) is that time and energy are required to transport either parents or school personnel. A school can decide home visits are appropriate and commit the time and energy required by them. However, the school has no control over the parents' decisions.

Any program which plans for parents to come to school (Strategy 1) will encounter some difficulty in arranging full attendance. Some schools arrange several different times for meetings (a sort of an invited group, parent-teacher conference). While this is an effective method for gaining maximum attendance, it does take a lot of organizing time and effort.

When a school sends home (Strategy 3) information it can reach the most parents for the least amount of effort. Some commercial and federal project programs even have prepared send-homes that explain the learning objectives and the instructional method. The appropriate time to send information home is also specified.

To reach parents, a school can either send home the information via the students or the mail. Experience may show which is the most effective.

Send homes have the disadvantage of being one-way communication. The school has no way of knowing whether or not parents read the information nor is the school aware of the impact the information makes on the parents.

A school can include along with the send-home information, some material that initiates two-way communication. (For example, a space for the parent to sign and to write a comment, or including a telephone number and a convenient time where the teacher can be reached for clarification or elaboration.)

Some schools have found it successful to plan regular telephone communications with parents. While it doesn't allow face-to-face communication, the telephone does permit an exchange between parent and teacher. Clarification and evaluation can occur via the telephone.

A final note about strategies. Often, a school might have difficulty in reaching its goal if it plans for the same goal or activities for all the students, regardless of grade or need. A wise school may select a limited target audience for an initial parent participation program, or for a specific goal or activity. For example, the school may decide that they wish to achieve Goal 2 (Parents who feel at home with the school staff and facilities) with parents of 3rd, 4th, and 5th graders ~~who are achieving 1 year below their expected level~~ as an initial plan for increasing parent participation.

GOALS, RATIONALE, AND SUGGESTED ACTIVITIES

Goal 1: *Parents who know what their children are learning in school.*

Rationale

Parents who know what their children are learning in school can provide better support for their children and for the school. They are more likely to interpret their children's talk about school in a realistic light and guide their children in adopting a positive attitude toward school learning.

Activities

- Report cards. (This is an old one, but when planning a parent participation program, it's a good place to start reviewing information sent home to parents.)
- Check lists or elaborations of the report card, planned so that parents learn detailed information about the skills their child is to master. The statewide assessment test is an example of a send-home with more elaborate information.
- Certificates or happy grams announcing the completion of a course of study or mastery of a milestone objective.
- Letters describing student schedule, the class rules and expectations, and the types of activities that are planned for students.
- Worksheets which the child is to complete as a demonstration for parents. A note explaining satisfactory performance enables the parent to respond appropriately to the child.
- Games or puzzles for practice of skills to serve as demonstrations of ability.

- Letters detailing activities that students can do at home to demonstrate their skills. The letter should contain a specific description of satisfactory performance.
- Demonstrations of classroom learning activities at parent organization meetings.
- Invitations to visit school during regular class time.
- An orientation meeting in which the rationale for the instructional program is given.
- Small group parent-teacher conferences explaining objectives, report cards, instructional methods, etc.

Goal 2: *Parents who feel at home with school staff and facilities.*

Rationale

When parents feel a part of the school they communicate their support of school activities to their children. The children feel assured that they and their activities are important. They are motivated to achieve school goals. When children perceive that there is a gap between parents and the school, they may feel that it is disloyal to whole heartedly endorse school goals and abandon perceived home values. When the gap between school and home is bridged, then children can embrace school goals.

Activities

- A guided tour of the school facilities.
- An open house to meet the teachers.
- A "back-to-the-classroom" day in which parents visit the classroom to observe daily events. A guideline for visitors should inform parents of expected visitor behavior and hints to guide observation.
- An information workshop about available social services.
- Coffee klatches where parents meet with each other at school in a friendly atmosphere. (Teachers drop in too.)
- A bring-your-patching club or some other type of regular get-together at the school.
- A parent room where parent groups and activities are welcome any time of the day.
- Teacher-parent conferences about their child.

Goal 3: *Parents who know how to praise their children's school efforts.*

Rationale

Parents are not always sure how they should respond to their children when they bring home a report card or school papers. Part of this hesitation comes from lack of knowledge about the school goals (see Goal 1), but it also arises because parents do not understand the principles of behavior underlying praise, criticism and support. A school can provide training in this critical area.

Activities

- Send home information that explains the principles of positive reinforcement techniques. (Use cartoons to get the message across!)
- Send home activities that students can do to demonstrate their skills. A letter should accompany the activities explaining to parents how they can reinforce appropriate behaviors.
- Prepare radio and TV spots that model effective parent responses to the child's demonstration of school learning.
- Groups of parents meet at school to watch films, hear lectures, do exercises or role play to learn how to support childrens' efforts.
- Parents and teachers join together to receive training in positive reinforcement techniques.

Goal 4: *Parents who know how to use events or materials around the house to extend school learning.*

Rationale

School lasts just part of a day, part of a week, part of a year. If children are to master, retain and transfer learning, they need repeated and varied experiences. Parents can help in this gigantic task by using daily activities to extend school learning. When children are learning to count, parents can have them count forks while they set the table. The children might also count buttons on pajamas, or the number of shoes in the closet, etc. If parents know what strategy their children are taught in school to sound out words, they can encourage their children's attempts to read at home. Parents and teachers can become rightful partners in their children's education.

Activities

- Parents receive information packets that detail learning games and activities to foster basic skills achievement.
- Radio and TV spots prepared by the school are broadcast to inform parents of activities they can do to extend school learning.
- Prepackaged materials are periodically sent to parents to help them extend school learning in the home.
- Parents attend at-school meetings where games and activities are demonstrated.
- Parents and teachers join in meeting at school where each contributes suggestions or activities for home extension of school learning.
- Teachers and parents demonstrate games and activities that are video-taped. Parents view them at their leisure. (The public library or the school library may be utilized as a resource center.)

Goal 5: *Parents who regularly help their children prepare for specific school learning.*

Rationale

A school lesson that requires parent assistance can be planned as a regular part of a weekly activity. For example, parents can help students practice spelling for a mastery test each Thursday, or help find a picture that illustrates "the letter sound of the week" every Tuesday. Because of parental help, students feel that adults consider their school activities important.

Working regularly with their children enables parents to see firsthand the growth that occurs. The children feel that the parents know about and support school learning, and are motivated to achieve.

Activities

- An orientation meeting in which the program goals and strategies are explained. The parents' role in the strategy is fully described.
- Telephoning or writing letters explaining the role parents are to play in instruction and provide time schedules or deadlines for completion of certain assignments.
- Organizing parent-teacher meetings for each grade level in which parents can discuss problems and share successes with each other.

Goal 6: *Parents who help their children with make-up lessons or practice to catch up.*

Rationale

In this case, the school has a specific population of parents in mind. It also has specific objectives that the student, working with the parents, is to reach. For example, the program would operate like this: If the student is absent for a number of days or otherwise seems to fall behind in a specific objective, then the parent is informed that the student needs extra time (15-20 minutes per day) to practice the assigned lessons. Specific learning materials are checked out to the home. The materials should have clearly stated instructions explaining the parents' role and the student's expected activities and behaviors; or provide parents with training on how to use the material.

If parents are unable to provide the instruction needed, the school can identify community volunteers to serve as surrogate parents.

Materials to Use With the Strategy

The National Institute of Education sponsored the development of nine, inexpensive (from \$2.00 to \$5.00) parent teaching packages in basic reading and arithmetic skills. Each package has a specific objective. Most provide 20-30 days of instruction and practice to mastery. The packets provide all the materials needed for instruction and each includes a clearly written, step-by-step guide that directs the parent in tutoring for 15 minutes five days a week. Information about the materials may be obtained by asking for the PARENT TEACHING PACKAGES product file from:

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32301

Telephone: (904) 487-1078
SUNCOM: 277-1078

Goal 7: *Parents who serve as volunteers by coming to school to provide help with projects or tasks.*

Rationale

A school is part of the community. School activities extend beyond school walls and school goals are shared by the community. It is natural for a community to participate in school activities and to celebrate its childrens' growth.

Educating the children of a community requires a lot of labor--more than the school staff alone can provide. Parents and community volunteers who come to school to work provide tangible benefits.

Channeling community energy to activities which actually benefit the school doesn't happen by chance. Too often this energy is spent in traditional activities which don't necessarily meet current needs. A school should review the traditional activities it asks parents to become involved in and plan a parent participation program that meets the school's present needs.

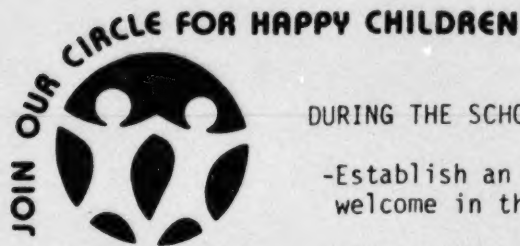
The actual hours of labor given to accomplish a job that a school considers important is advantage enough. However, there are more advantages. Providing support for childrens' learning and growth is a big task, and it often seems like a lonely one. When parents help at school, they join a group that supports "raising children" as an important goal. Their efforts are positively reinforced. Teachers are also positively reinforced when they see community members contributing to a school goal. Thus, having parents help out at school provides an avenue where each can support the other's efforts.

Activities

- A parent (or small group of parents) works regularly with a teacher in the classroom to manage materials, keep records, tutor students, or "lend a listening ear."

- Parents provide regular help in the school library, health clinic, crisis center, lunchroom, playground, or busline, etc.
- Parents help teachers by making instructional materials and games, and by correcting papers.
- Parents chaperone field trips or monitor special in-school events.
- Parents help with activities which reinforce learning as an important event, such as sponsoring an "I've read 20 books" club, or holding an "improved report card" celebration.

Some Samples of Actual
Parent Participation Programs



WHERE CAN YOU, AS A TEACHER, BEGIN?

BEFORE SCHOOL STARTS:

- Invite parents to the classroom to see the materials, meet teachers, learn about the daily schedule.
- Find out parent's attitudes, concerns and needs (through a survey or conversation).
- Have a basic plan of the type of parent activities you feel comfortable pursuing.

DURING THE SCHOOL YEAR:

- Establish an open door policy so parents will be welcome in the classroom anytime.
- Offer a variety of choices for participation:
 - toymaking workshops
 - field trips
 - parent meetings
 - home visits
 - classroom participation
 - collecting recyclable materials
 - providing party goodies
 - repairing or building play equipment
- Keep the lines of communication open with weekly fliers highlighting classroom activities, personal notes or phone calls
- Keep records of participation to determine the most effective ways to help parents expand their child's early learning
- Be flexible and be creative in providing new experiences for parents (like a workshop on teaching with foods)
- Find someone, anyone, in the child's family to participate (aunt, older brother or sister)

PARENT INVOLVEMENT

Project CIRCLE

NEAR THE END OF THE SCHOOL YEAR:

- Evaluate the program either through surveys or informal conversations
- Get the parents to help plan parent involvement activities for next year
- Expand the program if it were successful or alter to insure more success in the future

Become a model of a "real" parent participation program - others will follow your lead. The growth of a parent's self concept, self-worth and skills can last a lifetime and will touch the lives of many parents and young children.

PARENT ATTITUDES ... AND ORIENTATION

The orientation program for parents that began with and helped launch LEM I successfully has been implemented each year and remains the general pattern. There were three orientation meetings for parents of LEM participants during the year.

1) The first took place in June - designed for parents of all new students to LEM for the coming year. The purpose was to acquaint parents with the objectives of the program and its organizational design and to describe the needs assessment and behavioral objectives addressed by the program.

Prior to this June meeting, the parents' names were divided among ten Council members who then personally contacted them. During the evening of the meeting the parents sat with their respective CAC representative and, joined by a LEM staffer, participated in a small group discussion for the exchange of ideas. To measure their knowledge of the program and awareness of its intent, parents were asked to complete the Parent Survey Questionnaire.

2) The second orientation meeting took place in October. Again, the personal contact approach. Here the CAC members teamed with the LEM staff to serve as guides in showing parents the physical facilities of LEM. At this meeting students demonstrated the use of selected equipment and materials and displayed the way in which students and teachers work together to make learning experiences more rewarding.

In addition to a standing open invitation, parents, CAC members, local administrators, and representatives of community agencies were invited to see the LEM "in action" during the day, watching the youngsters in hands-on activities. Observing pupils in a culminating activity related to the core curriculum of the LEM has proven to be a most valuable experience for parents.

3) The final orientation meeting took place in early Spring. It usually involved a film or slide presentation ... a review of objectives and "progress report" for the year ... and small group discussions lead by the LEM staff and the CAC. Attending parents were asked to fill out a duplicate Parent Survey Questionnaire so that a comparison of responses could be tabulated and analyzed.



How to say "Welcome": At registration time, when enrolling their children for LEM, parents were given folders describing the program and offered a tour of the facilities. Then, in July, the individual child received a personal note

of welcome from his or her home base teacher-to-be.

Project LEM Home-School Interaction

MEETINGS ... A MUST

Throughout the year other types of meetings were scheduled for parents to become better acquainted with the LEM staff ... to keep abreast of their children's progress in the program ... to learn how they can help in maintaining a supportive learning atmosphere in their homes.

Mini-Teas: These were brief daytime meetings held on a scheduled basis so that each new parent might attend at least once during the year. Their particular value is that they enabled a parent - in one visit - to meet all four or five teachers in her child's LEM and to do so in an informal manner and on a small group basis.

Parent Workshops: Designed by the LEM staff, these were provided to equip parents toward becoming more successful in the role they play in their children's education. These workshops were planned for specific purposes:

FOR EXAMPLE: Parents of children, who the LEM staff felt would benefit from more experience in a specific skill, such as phonetics, were invited to a series of workshops and given training to help them help their children in meeting a specific objective. At such workshops, conducted by the Project Director or the Team Leader, parents were offered suggestions and provided with specific materials and equipment they could use in the home.

FOR EXAMPLE: Another group of workshops was held for parents of youngsters who excelled in a certain area, such as, creative writing. Here the LEM staff shared specific materials and techniques which parents might find valuable for use with youngsters at home. This approach helped carry the young student's interest beyond the classroom.

Don't wait - Telephone: When was the last time you saw a classroom that had a telephone? Well, there's one in each of the LEM areas. The phone is symptomatic of the desire for open communication between the staff and the parents. Open-ended. Personal. Immediate. When the occasion presents itself, the phone call can enhance a child's learning experience or can minimize a situation that, if delayed, could become magnified out of proportion.

PROJECT ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

target audience

Approved by JDRP for preschool children of all abilities, ages 3-4, and their parents.

description

An early childhood education program built on the belief that parents are their child's first and most effective teachers.

Added Dimensions offers a comprehensive program with four interrelated components: Preschool, Parent Involvement, Developmental Screening, and Home Visits. For districts with no preschool and parent programs, the Added Dimensions program offers a comprehensive plan for beginning them. For districts with programs in these areas, it offers the opportunity to add components that will enhance them.

The Preschool Program offers twice-weekly sessions of two and one-half hours each for all three- and four-year-olds in the district. The curriculum includes objectives in the areas of personal-social development, motor development, aesthetic development, language development, and cognitive development. It stresses a hands-on approach with individual attention to children with special needs.

The emphasis of the Parent Involvement Program is on reinforcing the concept that parents are the most influential educators of their children and on providing support to parents in their role as educators. Parent activities include two to six preschool sessions with their child, regular work assignments at the preschool, small-group discussions led by trained teachers, and large-group meetings. *

The Developmental Screening component utilizes the Denver Developmental Screening Test (DDST), a widely used screening tool that can be administered by trained paraprofessionals. It points up any developmental lags a child may have. Parents are involved in the screening procedure and discuss results with the teacher assistant. This helps parents to see their child realistically and to begin their association with the school on a note of shared concern. *

Through the Home Visiting Program, every family receives an initial visit during which the DDST is given. Families that would benefit from follow-up calls are visited on a biweekly basis. Play Materials Lending Libraries are located throughout the district, and home visitors can select appropriate activities to take to the home. *

PROJECT PROJECT HOME BASE

target audience

Approved by JDRP for parents and their children, ages eight months through four years. It has also been used by parents and their children, ages 5-8, but no evidence of effectiveness has been submitted to or approved by the Panel.

description

A program for "helping parents teach their own."

Project Home Base is founded on the belief that parents are the child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential.

The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the developmental needs of the child. The parents then work with the child on that task during the week. The task primarily uses home-found or readily accessible materials.

As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Possible adaptations of Home Base include: using the home visit teaching-to-parent component with other programs such as learning-disabled, bilingual, Indian, or day-care; serving families with Head Start, kindergarten and primary-school age target children; and using teachers, counselors, or social workers as parent-educators (home visitors).

A LISTING OF ADDITIONAL SOURCES OF INFORMATION
ON PARENT PARTICIPATION PROGRAMS

Unless otherwise stated, contact the Public Schools Resource Center (PSRC) for information about how to obtain materials listed on this bibliography. If an annotation is followed by "loan copy," you may have a copy of the publication on a loan basis from the PSRC for two weeks.

Public Schools Resource Center
Florida Department of Education
Knott Building
Tallahassee, Florida 32301
Phone: (904) 487-1078
SUNCOM: 277-1078

Planning a Parent Participation Program

"Educational Improvement Project"

~~Packet containing information and forms for submitting~~
a proposal for an improvement project. Contact: Consultant for Educational Improvement Projects, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

"Synopsis of 1978-79 Educational Improvement Projects"

Lists all projects sponsored last year by school districts in Florida. Includes a project description and amount awarded. Contact: Consultant for Educational Improvement Projects, Florida Department of Education, Knott Building, Tallahassee, Florida 32301

"Introducing a New ESEA, Title IV-C Project Grant for the 1980's"

Booklet containing a description and application for the Title IV-C educational improvement grant. Contact: Administrator for ESEA Title IV-C Project Grant, Florida Department of Education, Knott Building, Tallahassee, Florida 32301.

Developing a Work Action Plan

Part of the Solution Analysis Series of guidebooks developed through the Florida Linkage Project (May, 1979). Will aid in the implementation of a parent participation program.

Where Do I Go to Get More Information About Educational Products?

Will help faculty team select potential materials for use in the program (December, 1979).

Interlock: Florida School Volunteer Program Directory 1979-1980

Contains the results of the 1979 survey in Florida school districts which measured the status of the Florida school volunteer effort. Loan copy.

Welcome School Volunteers: A Guidebook for Teachers

Part of the School Volunteer Program of Greater Miami. Loan copy.

Alphaphonics One-to-One

A planning booklet for the Alphaphonics reading readiness program. Loan copy.

Community Involvement for Classroom Teachers

A book for teachers involving both theory and practical application. Loan copy from PSRC. \$2.95 from Community Collaborators
P. O. Box 5429
Charlottesville, Virginia 22903

Community Involvement

A training book for administrators and resource personnel who are responsible for developing a school volunteer program (August, 1977). Loan copy.

Concepts and Language Teacher - Parent Handbook

Activities for teachers, goals for parents to accomplish a one year developmental program for children, ages 4-6 (1973). Loan copy.

P.A.L. Parent Involvement Guide

A booklet that helps a school plan for parent participation in the Pupils Advancing in Learning Project (1975). Loan copy.

"RRS Mini-List: Resources for Upgrading Basic Skills Through Citizen Involvement"

A pamphlet describing organizations schools may contact for more information on all aspects of parent participation (November, 1977).

Parenting in 1977: A Listing of Parenting Materials

Contains an index of materials located in the Parenting Materials Information Center in Austin, Texas. Listing is divided into 15 subject areas, such as child abuse, discipline, parenting, language development, etc. Loan copy OR copies available for \$5.00 from Parenting Materials Information Center, Southwest Educational Development Laboratory, 211 #. 7th Street, Austin, Texas 78701.

ABC's: A Handbook for Educational Volunteers

A complete book on organizing and implementing a volunteer program. Loan copy.

Planning and Implementing Parent/Community Involvement into the Instructional Delivery System

Contains the proceedings from a parent/community involvement conference sponsored by the Midwest Teacher Corps Network. Articles describe six parent/community models that have been nationally recognized. Loan copy from PSRC OR copies available from Lansing/MSU Teacher Corps Project, Erickson Hall, Michigan State University, East Lansing, Michigan 48824.

Resources for parent involvement (see page 20, Volume I) including training materials and activities available from Tulare Follow Through Resource Center, 909 E. Cedar, Suite B, Tulare, California 93274.

Volunteer Recruitment

ABC's: A Handbook for Educational Volunteers

Includes some sample recruitment letters. (1972)
Loan copy.

Recruiting School Volunteers

Discusses many different approaches for recruitment.
Includes sample forms and letters. Loan copy.

"Parent Attitude Questionnaire"

3-page survey to assess changing parental attitudes concerning a child's development and school experiences.
Free copy available from: Project CIRCLE, 1900 S.E.
4th Street, Gainesville, Florida 32601, (904) 373-0883.

Training Volunteers and Teachers On How to Use Volunteer Aid

Orienting and Training School Volunteers

Contains rights and responsibilities for volunteers, job descriptions and volunteer duties. Checklists included.
Loan copy.

The Emerging Role of the Teacher Aide in Florida Schools, 1967-1976.

Defines what an aide is and explains the role from a legal point of view. Suggestions for training (April, 1977). Loan copy.

Welcome School Volunteers: A Guidebook for Teachers

Booklet is part of the School Volunteer Program of Greater Miami. Loan copy.

Becoming a School Volunteer, Module IX-2

A training module for the volunteer. Part of the School Volunteer Program of Miami. Loan copy.

Up, Up and Away: A Handbook for Volunteers

An orientation booklet. Part of the School Volunteer Program of Miami. Loan copy.

Coordinating a Parent Participation Program

A Handbook for Volunteer Chairmen

Part of the School Volunteer Program of Miami. Loan copy.

Some Samples of Actual
Parent Participation Programs



Parents help with tutoring the basics *

by Patricia A. Spencer

ALPHAPHONICS

PARENT INVOLVEMENT

Parent involvement plays an important part in the Alphaphonics program. There are parent-teacher conferences at least once a year, report cards three times a year, and an annual all-school open house. All parents receive a briefing on the Alphaphonics program at an orientation meeting held at the school at the beginning of the year. Parents are asked to participate in the program if they wish. They serve as classroom aides and help to produce such consumables as Alphaphonics worksheets and letter badges.

Parent involvement is initiated through a series of notes and phone calls, to make sure that each parent is aware of what he can do to help his child be successful in school. Through lines of communication parents are encouraged to talk with their children about school, to have a positive attitude about their work and papers. Parents reinforce skills at home by helping with Astro's Surprise Games, listening to their child read, and providing related experiences.

A continual effort is made to enhance communication with parents. Periodic reports on classroom activities keep parents up to date and interested in their child's activities in reading readiness. A final note of appreciation is sent along with suggestions for summer activities in reading readiness.

Too many of the children in elementary school in Kinston, North Carolina, were having trouble with the basics. Competency tests were prescribed. Now, students in grades three through nine are required to pass two tests: one in math and one in reading/language arts.

Without extra help and drills, the teachers didn't think the children could pass the tests. According to Superintendent of Schools Duane O. Moore, the school district hit on a grand idea which not only improved the children's skills in reading and math, but also improved relations between teachers and parents. Mr. Moore noted that complaints from parents about the teachers abruptly stopped.

Here's what happened last year in the Kinston City Schools. Letters were sent to students, parents, and guardians inviting them to participate in an evening tutoring program. Over 1,000 students and 700 parents, grandparents, and guardians attended the opening session.

Each tutoring session focused on one math or reading skill. Teachers volunteered their time, presiding over a class of 15 children with 15 accompanying adults. The teachers designed their own lessons and gathered their own materials. They introduced a skill at the beginning of each evening, and then left parents and children to work on their own, while teachers moved from pair to pair.

Not every student had a parent or guardian attending the tutoring classes with them, yet evening sessions averaged 750 pupils — 21 percent of all the pupils enrolled in grades one through nine — and 570 adults.

Mr. Moore says that at times it was difficult to tell just who was tutoring whom as parents found themselves struggling with unfamiliar math and reading problems. Perhaps for the first time they saw just what their child did every day in school. And they learned how they could help their child with schoolwork.

Questioned whether ICAN (Instructional Classes at Night) would be offered again this year, superintendent Moore said he was "uncertain." Asked if he thought ICAN was a success last year, he gave an unqualified "yes," and added that he saw no reason for it not to be repeated.

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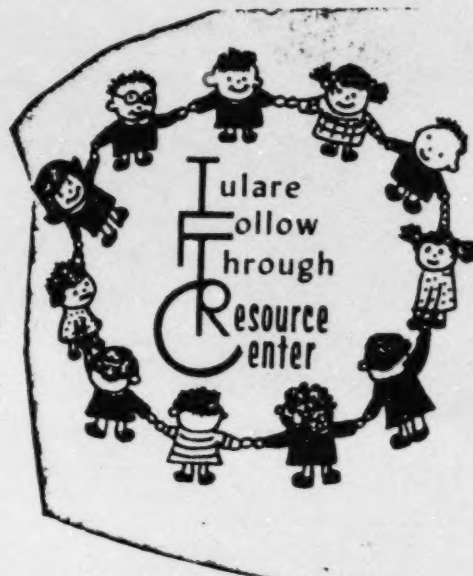
PARENTS ARE PARTNERS

Since parents are children's first teachers and the only continuing teachers children have, parents of Tulare Follow Through children are actively recruited to serve as partners with the school in the education of their children. Parental interest and involvement help children become motivated in school and proud of their accomplishments.

There are five main areas of Parent Involvement at Tulare Follow Through: **Home Learning Centers, Home Secrets, Classroom Volunteers, Each One Teach Some and Reach Out and Teach.**

The Home Learning Center program encourages parents to become familiar with and participate in the kinds of learning activities that enrich their children's lives. In this afterschool program that takes place in parents' homes, two trained parents at each Home Learning Center teach a small group of children a series of lessons. In each session, the children either make or do something that they can share with their families and friends. Home Learning Centers thus promote the continued use and practice of oral language skills.

In the Home Secrets program, parents are invited to work with their children at home using teacher-developed materials. The materials are supplemental reinforcement lessons in oral language, language usage, reading and math. Because of the one-to-one interaction between parent and child, Home Secrets presents an ideal situation for the practice of oral language skills.



While preparing parents as Classroom Volunteers, scheduled workshops give parents an opportunity to learn the kinds of things their children are taught in school as well as the methods used in teaching their children. Parents are prepared to assist individual students and classroom learning centers in areas such as math, reading, language, spelling and art.

In the Reach Out and Teach program, parents are active participants in a series of designed experiences related to Discipline, Family Roles and Relationships and la Familia y el Respeto. Reach Out and Teach sessions help parents explore new solutions to the problems a parent encounters. Participating parents share information from kits that include cassette tapes, filmstrips, discussion worksheets and all other necessary materials. The kits were prepared by the Southwest Educational Development Laboratory.

Parents are the teachers as they conduct parent education sessions for other parents in the Each Once Teach Some program. Parents use available cassette tapes, filmstrips, movies and booklets on topics such as parents as teachers, understanding early childhood and learning away from home.